

Miss Hoover

# THE VIRGINIA TEACHER

May, 1935



NEW FOLKWAYS FOR OLD...*W. J. Gifford* ● ALL THE  
CHILDREN OF ALL THE PEOPLE...*Gertrude Robinson*  
● ESSAYS IN THE EIGHTH GRADE...*Katherine Burnette*  
and *Mary Vernon Montgomery* ● ARITHMETIC IN THE  
PRIMARY GRADES.....*Louise Schlosser* ● TALKS AT  
ALUMNAE HOME-COMING.....*Eva Massey, Frieda Johnson,*  
*Clotilde Rodes, and Anne Trott* ● ● ●

BOOK REVIEWS

FILM ESTIMATES

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# THE VIRGINIA TEACHER

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## NEW FOLKWAYS FOR OLD

*A Review of Several Recent Stimulating Books*

THE world crisis continues. A new epoch impends. Communism takes Russia. Ever more rigid Fascism grips Italy and Germany. The New Dealers of the United States opportunistically try to speed the way out of the depression. Little wonder that this is a period when many a social philosopher tries his hand at proposing some sort of Utopia. Little wonder that these Utopias offer very different ways of living in the era that lies ahead.

To our surprise we find Walter Lippman, author of the *Preface to Morals*, the most conservative of them all.<sup>1</sup> He apparently believes that capitalist economy will work its way out of the present dilemma. He proposes for the United States what he calls a "compensatory economy" or "free collectivism" in contrast with sovietism and fascism. In this movement the government will be forced to take an increasingly large hand in the affairs of men. When the people are too extravagant, the government will save; when they are too saving, it will spend; when there is too much unemployment, it will employ, and so on through the whole gamut of economic-social functions. Capitalism and private initiative have given America and England such a fine flowering that capitalism may be expected to stay. The New Deal therefore is justified and a really planned economy is waved gracefully out the window with other dreams of the social reformers. The Aristotelian mean has again demonstrated its usefulness. Lippman's Utopia becomes a controlled capitalistic economy.

When we turn to George Soule, who earlier gave us *A Planned Society*, we find him presenting the possible "coming American revolution" and proving to us that we may enjoy a revolution, since, indeed, many revolutions are bloodless and slow in their operation.<sup>2</sup> For Soule, capitalism has collapsed. True, it has collapsed in former depressions and rebuilt itself. It may do it again. This defeat seems more serious, however; and in spite of strenuous efforts of Hoover and now of Roosevelt to save it, the case looks different. The New Deal, now dealt and played, has strengthened the moneyed class at the expense of the unmoneyed. The NRA has served the capitalist group, and now the Blue Eagle is garrotted by those whose fortunes it recuperated. In this dilemma shall we turn to socialism, fascism, or communism? The author gives no direct answer, but believes he clearly sees a social revolution within a generation or so. Then he believes that "government by private profit-makers" will be at an end and that the "new society will consist of men and women in a new bond of comradeship setting forth on still another voyage to the unknown."

With an English background but with a clear understanding of American history and economics, Harold Laski<sup>3</sup> in his lectures at the University of North Carolina is equally sure with Soule that "capitalist democracy" is doomed. The world has been disillusioned. It has sought wealth as a goal, found it, and lost it. *Laissez faire* has led to great market expansion, this to imperialism, and this in turn to a new pro-

<sup>1</sup>Walter Lippman, *The Method of Freedom*. New York: The Macmillan Company. Pp. 117. \$1.50.

<sup>2</sup>George Soule, *The Coming American Revolution*. New York: The Macmillan Company. Pp. 314. \$2.50.

<sup>3</sup>Harold Laski, *Democracy in Crisis*. Chapel Hill, North Carolina: U. of N. C. Press. Pp. 267. \$1.50.



tective, militant nationalism. Representative institutions are in decay. The legislative and judicial branches of government are controlled by the capitalistic philosophy of life. The answer is not, as Lippman thinks, the remaking of capitalism and capitalistic democracy. It is socialism. Indeed Laski looks to the possibility of the "abrogation of the sovereign and national state" and the transference of its functions to an international control, at least where these functions—like tariff, currency, migration and so forth—are international in bearing. Socialist transformation will be difficult unless the socialist has persuaded the citizenry in advance that his rule is "inevitable and legitimate." Socialism, like Christianity in an earlier era, can no longer be suppressed. Man must be freed in the industrial relation as well as in the political. The profit-making motive must go before a true democracy can develop. At that, it will be very much better if the transition to socialism can come gradually and without violence.

The atmosphere changes when one turns to Troy J. Cauley's new book,<sup>4</sup> which breathes of cotton fields and the hard conditions of the soil in those great areas where in the past few years the tiller's reward has been a bare existence. He points out that government and education have conspired to enable the farmer to greatly increase his crop with the result that over-production has sent his present income tumbling below that of 1920. In general agreement with the Southern group of authors of *I'll Take My Stand*, Cauley finds that capitalism has failed the farmer. It has given him expensive interests. He has falsely worshipped the gods of money and wealth. What he needs is a Ford-less Utopia, a many-crop small farm, and a chance, relatively free from taxation, to work out his own problem.

<sup>4</sup>Troy J. Cauley, *Agrarianism*. Chapel Hill, North Carolina: U. of N. C. Press. Pp. 211. \$1.50.

The New Deal, with its effort to bolster up a scarcity economy, may retard the inevitable change that is going on, but it can only retard it. Tariffs and the other ills of the capitalist, as well as industrial economy, must be so remade as to make farming possible. The old plantation and the corporate farm as well as non-resident ownership may, if need be, be taxed out of existence in order that the tillable land may be put in the hands of small land-owners who will learn to be self-sufficient. Agrarianism, at least for the rural sections, takes its place among possible solutions of the present crisis along with capitalism and socialism.

To round out the picture, let us note the concept of John Dewey in his yet unpublished lectures on the Page Barbour Foundation at the University of Virginia. Without committing himself to any of the -isms already proposed, we find his cure is liberalism. Liberalism has failed in the past because its advocates split between the *laissez faire* notion and the notion of collectivistic action. True liberalism will come as "experimental, cooperative intelligence" is brought to bear upon social problems, as it has been brought to bear upon nature in the phenomenal conquest of science. Violence and force must give way to the reign of intelligence. In this significant suggestion one sees the possibility that, little as we want revolution, it may be on us before so long unless the various Utopians sink their differences in the melting-pot of calm, deliberative, co-operative discussion, with the narrow interests of politics, of sectionalism, and of "vested interest" thrown into the discard.

W. J. GIFFORD

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"What makes you think you'll be a success in college?"

"I always beat the reading time in *Liberty*."



## ALL THE CHILDREN OF ALL THE PEOPLE

WHEN the National Labor Committee was founded in 1904 it had, among other distinguished founders, Dr. Charles W. Eliot, then President of Harvard University. Twenty years later Dr. Eliot had not changed his point of view in regard to child labor. It had crystallized into advocacy of the Child Labor Amendment, then pending in Congress.

So keenly does a speech Dr. Eliot made that year strike at the kernel of the present opposition to the Amendment that it bears quoting: "I am surprised at the illogical character of the argument set up by the intelligent and experienced persons who are protesting against the child-labor amendment. That amendment does nothing but provide that Congress shall have power to pass laws concerning child labor which shall apply to the whole country. . . How else can we arrive at any law which shall be applicable to the whole country? How else can we deliver *all the children of the country* from forced labor in mines and factories? But those who protest against the amendment say Congress will do some silly thing if we give it power to pass laws applicable to the whole country. They predict that Congress will, for instance, forbid children under eighteen to work on the family farm, that they will forbid children to perform manual labor of any sort in the school. Is not that an extraordinary assumption? It seems to me an assumption inconsistent with *real faith in Democracy*."<sup>1</sup>

It is a sorry commentary upon the longevity of human prejudices in the field of basic human rights that today, over ten years later, practically the same foundationless and misleading objections to the Child Labor Amendment are still dangled hope-

fully by its opponents before the bemused eyes of the American public.

Not entirely bemused, however. Now twenty-four of the thirty-six states necessary for ratification have gone on record as acknowledging their responsibility in assuring a share in basic human rights for all the nation's children.

Those rights? Any teacher knows what they are. They are not summed up, as somebody has said recently, in "the sacred right to toil." They are, rather, freedom from all consideration as present economic assets, freedom from devastating toil at the expense of health and education and a child's need for free play. The basic human right of every child is to grow up into healthy, well-rounded, socially adjusted adult life.

Today, you who read this doubtless agree. You probably also say that today child labor is practically non-existent. For the moment this is largely true, due to temporary emergency legislation. Do you want it back? Is there any way to prevent its return when the codes expire? The industrial codes of the NRA, we must all admit, are responsible for the temporary vouchsafing of this child's basic human right to all the nation's children. Nor was it a negligible number of working children under sixteen who were released from the bondage of premature labor when the industrial codes began to function. A most conservative estimate of their number is 1,000,000 under sixteen years of age; and approximately 50,000 more between sixteen and eighteen turned aside from hazardous occupations into the safer channels of school or permitted labor fields.

There is just one way to make permanent for these and succeeding generations of children the temporary gains secured by the codes. That way is ratification of the Child Labor Amendment.

This is the text of the Child Labor Amendment:

<sup>1</sup>From an address before the Society of Harvard Dames. *Harvard Alumni Bulletin*, November, 1924.



"Section 1. The Congress shall have power to limit, regulate, and prohibit the labor of persons under eighteen years of age.

"Section 2. The power of the several states is unimpaired by this article except that the operation of state laws shall be suspended to the extent necessary to give effect to legislation enacted by the Congress."

As you see, the power this Amendment would confer upon Congress is limited to one thing, to regulation throughout the nation of the labor by children, that is, to labor in the sense in which the term is used in labor statutes and has frequently been construed by courts—labor for hire. The Amendment is no law, merely an enabling statute. Immediately, however, the question arises as to how far Congress will go in exercising this power, once it is granted. We have an adequate forecast as to that in the child labor provisions of the NRA codes, provided provision is made for certain gaps in them through which some conditions unfair to children seep in. In general, the minimum working age for children set up by the codes has been sixteen years, with hazardous occupation barred for boys and girls between sixteen and eighteen. Provision for a limited amount of work outside school hours has been made for children between fourteen and sixteen years in certain industries.

In 1936 Virginia will have opportunity to go on record in favor of the Child Labor Amendment. If the teachers and other protectors of children's rights in Virginia will consider the present chaotic and in general inadequate assemblage of state laws concerning child labor they will appreciate the need for nation wide, uniform legislation to assure equal rights to all children. They need but reflect that only six states have arrived at the sixteen-year work-age minimum for employment during school hours to realize that the slow progress of

state legislation is a menace to the children of the other forty-two states. It is, in fact, up to the teachers of Virginia to put up a united front in behalf of the children of the nation, as well as of Virginia, who will surely suffer economic exploitation when the codes expire unless the Child Labor Amendment is first ratified.

GERTRUDE ROBINSON

## ESSAYS IN THE EIGHTH GRADE

THE eighth-grade classes in the Training School of the Teachers College at Harrisonburg voted unanimously to make a magazine as their project for the second semester.

In the magazine they decided to include short stories, essays, editorials, poetry, and jokes. The pupils have attempted to do some of each of these types of composition.

Although essays, being contemplative in their nature, are usually considered difficult for any but skilled writers, we feel that our pupils have done their best work in this field. They have been especially successful in presenting numerous concrete details, the result of keen observation. Some of the essays, as written by the children, are presented here.

KATHERINE BURNETTE

MARY VERNON MONTGOMERY

## NAMING DOGS

I get a dog, play with it awhile, and then decide to name it. Now here is my problem. First I call to mind and give due consideration to all the names I know or ever heard of and decide that not one of them will do. I then let it slip my mind and go about my business. Later in the family circle, I bring up the subject again and my mother says it should be named after the last dog we had, my brother thinks it should be named after some famous dog,



and other members of the family say what they think it should be called but none suit. Finally some unheard of name pops into my mind and the dog is christened on the spot.

BEVERLY BLACKBURN

### AUNTS

Aunts are fussy things. They are always nosing in your affairs and giving their opinions of what you are going to do or have done. Today there are not so many up-to-date aunts but there are plenty of old-fashioned ones. The old-fashioned aunts object mostly to the amount of clothing that is worn today. They think it a sin to stay up later than ten o'clock, being used to going to bed between the hours of seven and eight o'clock. They also hate the modern ways of traveling, being used to the horse and buggy. When summer comes, they aren't seen without a hat and coat on.

All these things make us appreciate up-to-date aunts.

CHARLES BROCK

### GOING TO CHURCH

Going to church may be a pleasure for some, but it is a punishment for me. On Sunday morning I wake up thinking of some way to get out of going.

How about getting sick? No, I would have to take some medicine. How would toothache do? No, Mother would be sure to take me to the dentist.

Surely I can think of some way. There's Mother calling now.

After breakfast Mother washes me all over, especially behind the ears. Then she puts clean clothes on me, and I can't run and play for fear I will get dirty. I walk to church very slowly beside Mother. When we get there, we walk down the aisle and sit in a high pew. Whenever I talk Mother tells me to be quiet. After church Mother invites some company and I have to sit quietly so as not to disturb the grown

people. Some people may love to go to church but as for me, I'd rather stay at home.

FERBY NELL CLINE

### BABY OF THE FAMILY

I have been told many times how lucky I am to belong to a large family. I know it is nice to have brothers and sisters, but as to being the baby of the family—well, that's not so nice except for the older ones.

If the family is going somewhere, a place where not everyone can go, it's always:

"Leave her at home; she is the youngest, and she can go some other time." Or it is: "Don't bring her along; she is too little. She can go when she is older."

When at mealtime there is an extra piece of pie it always goes to the older ones; never to the younger. Everyone expects the youngest to wait on him and when anything is said about doing the work, you hear:

"When brother was your age, he always washed all the dishes," or "When sister was your age, she made her own clothes and cooked the meals."

No matter what you are doing, you must jump and run immediately for whatever you are told. If you and your sister are both going out the same night and sister wants to borrow your hairribbon and bobby-pins, no matter whether you want them or not, you must let her have them. If anyone begins to consider the youngest, you hear:

"Oh, she is spoiled to death. She gets everything she wants all the time."

Anyway, when you get left out of things, you can look forward to the "someday" when you are older. How would you spend your time, anyway, if you didn't have your brothers and sisters to wait on?

ALTHEA JOHNSTON

### A DOG IN THE HOUSE

A dog is something that is liked by some people and despised by others.



The rich lady sits back with her lovely, darling Mitzi in her arms. Oh! It would be awful if anyone would hurt poor Mitzi.

Then comes grouchy father. He is so tired after his big days work. He is reading the paper when Mitzi comes poking along. Suddenly she jumps up and pulled off father's glasses. Then father throws him right out in the floor.

Then comes twelve year old daughter. She is boy crazy, and thinks of nothing but the boys. When the dog comes sniffing around her, she gives him a stiff kick, and sends him away barking.

When big brother sits down to write a letter to the girl friend, Mitzi comes wobbling along. All of a sudden Mitzi jumps up and tears the letter into bits. Then the big brother kicks the dog terribly hard.

Big daughter slips in after four o'clock in the morning. When she turns on the light, she finds that dog on her nice silk bedspread. She pulls off her coat and beats Mitzi nearly to death. She sends him away crying.

So you see, it isn't a very good plan, to have a dog in the house of such a family as this.

AUDREY LEAKE

### GIRLS

Girls are funny creatures. When they get a camouflage of powder, rouge, lipstick and fingernail polish on, they think they are pretty, but if they would look at themselves about seven o'clock in the morning they might look entirely different. They gaze into the mirror to see that each hair of their permanent wave is in place. They strive to keep thin but take little exercise and wonder why they get fat. If they would play baseball all afternoon, or ride bicycles, or do something besides go to the movies, read books, and play dolls, they might get rid of a few unwanted pounds. They are usually very studious and seem to enjoy studying. I guess it takes many kinds of people to make a world, but I'd much rather be a boy.

JOE LOGAN

### FAMILY ROWS

Have you ever witnessed a "family row"? If you have, you know it isn't really as bad as it sounds. For instance, when two sisters are arguing over which is to wear the prettiest dress, they debate for a while, then they decide that they won't fuss about it because one girl has the hat that matches the dress the other one is going to wear. Then they make up, and the one that wants the hat borrows it, and the other borrows some cosmetics. If two brothers want to take a bath at the same time, they will fuss at each other for a while, and each says he will either get in the bathroom first or poke the other in the nose. Then they see that they are not getting any where that way, so the one will say to the other, "If you lend me a quarter, you can get in the bathroom and take your bath first." So the other says, "All right," lends him the quarter, and gets in the bathroom first.

The next time you hear a family row don't think so hard of that family because quarrelers really don't mean all they say.

ROBERT L. LONG

### WHEN TEACHERS WERE IN SCHOOL

When teachers were in school they loved to do homework and never complained about it. In fact they never missed a day having their homework. When their teacher was out of the room, they were very good and did not make a bit of noise. They never spoke out of turn. All their papers were very neat, and were always correct. They made all "A's" and therefore got on the honor roll every month. They always waited anxiously for Monday to come so they could go back to school again.

CHARLES PARKINS

### GIRLS

I think girls are awfully funny in ways and dumb in others. They try to dress up



like people about thirty years old, with earrings, ten cent rings, beads and other ornaments. They think they know everything and think nobody knows more than they do. When you speak to them on the street they stick their noses up in the air, probably meaning "Don't speak to me you old goof.

Sometimes a girl thinks that if a boy speaks or picks up something that she has dropped that he is in love with her. Some are high tempered and fly off the handle when anybody pulls their hair or makes them the least bit mad. They think they are big if they can powder their noses in school or pull their dresses above their knees and draw up a long silk stocking and straighten the garter. Who wants to see a girl fluffing her hair or twisting curls that look like they have been wrapped around a pencil. You can tell the teachers like girls better than boys because when they write notes the teachers never seem to notice them and the teachers never keep them in unless they keep the whole room in.

(Good Points). Although there are more bad than good points the world could not do without girls. They are helpful around the house by washing and attending to the baby. They also make up beds, sweep, and do other helpful jobs. They sometimes lend you money and help you with your homework.

WILSON ROLSTON

### TOUCH-ME-NOT- GIRLS

If girls resemble any kind of flowers it sure isn't roses, it's touch-me-nots. Take for an example in school, when a piece of paper hits a girl that was aimed at John's head, she flies off the handle, and blabs out, "If you do that again, I am going to tell the teacher." Before ten minutes has passed another piece of paper flies across the room. This time the teacher sees it and yelps out, "Who did that?", like some one had been killed. And you might know the teacher

takes every boy's name in the room. All the boys know that means come back after school. It's a good thing that those kind of touch-me-nots don't bloom all the year.

EDWARD F. TURNER

### ARITHMETIC IN THE PRIMARY GRADES

WHEN arithmetic is needed in activities, it has more meaning for the children because it is being used in real situations. A unit of work in "The Grocery Store," which I am teaching in the second grade, will probably illustrate the integration of arithmetic.

On an excursion to a grocery store, the children observed the following things: what the storekeeper did, what was in the store, how the articles were arranged, and the prices of the articles. After the visit they made a list of the articles they would have in their store, with the prices. From this list they printed labels and price tags. The printed names of the articles with their prices were soon recognized by all of the children.

During a discussion the children decided to make the store large enough to stand in. So they measured to determine how large it should be, and estimated the cost of the materials they had to buy such as nails and paint. In order to determine the proper sizes and proportions both computation and reasoning were necessary. The children became more skilled in the use of the yardstick and ruler and more familiar with the terms, inches, feet, yards.

The next question which came up was, What shall we use for money? After much discussion it was decided that the money could be made of tag board, using real money for the patterns. They printed the figures and money signs. To do this the

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Read before a meeting of the Primary Section of District J, Virginia Education Association, held at Charlottesville, March 16, 1935.



children had to practice printing such terms as cent, nickel, dime, quarter, and half-dollar. They also learned to recognize these coins.

Knowledge of addition, subtraction, multiplication, and division was essential for the child who was the storekeeper as well as for the children who bought the articles. Much drill and practice was given on these facts. When a group of addition or subtraction facts had been learned, flash cards were made use of containing the number facts that had been taught. As new groups of facts were developed, these flash cards were added to those being used for drill work. As the year progresses, the cards for facts well known by the children can be dropped out or the pack used for current practice and put in again when occasions require a renewal of practice. The children can test each other, too, using cards with the answer to the combination printed on the back.

Problems arose in estimating the size of the store and the cost of materials, and in determining profits from sales in the store. In buying and selling articles in the store, it was necessary for the children to understand the meaning of dozen, half-dozen, pint, quart, peck, bushel, the fractions  $1/2$ ,  $1/3$ ,  $1/4$ , as well as these terms: *more, less, and, take away, plus, minus, add, subtract, together, altogether, how many are left, equals, leaves.*

And now to summarize. The children will as a result of these experiences de-counting, measuring, in practicing combinations, and in solving actual problems. They will have actual experience in this unit in develop not only skill in fundamentals but ideas of numbers including use of correct terms.

LOUISE SCHLOSSER

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An educated man is a man who has learned what he can afford to forget.

## WAR

What, speaking in quiet unofficial language, is the net purport and upshot of war? To my own knowledge, for example, there dwell and toil, in the British village of Dumdrudge, usually some five hundred souls. From these, by certain "Natural Enemies" of the French, there are successively selected, during the French war, say thirty able-bodied men: Dumdrudge, at her own expense, has suckled and nursed them; she has, not without difficulty and sorrow, fed them up to manhood, and even trained them to crafts, so that one can weave, another build, another hammer, and the weakest to stand under thirty stone avoirdupois. Nevertheless, amid much weeping and swearing, they are selected; all dressed in red; and shipped away, at the public charges, some two thousand miles, or say only to the south of Spain; and fed there till wanted. And now to that same spot, in the south of Spain, are thirty similar French artisans, from a French Dumdrudge, in like manner wending; till at length, after infinite effort, the two parties come into actual juxtaposition; and thirty stand fronting thirty, each with a gun in his hand. Straightway the word "Fire!" is given; and they blow the souls out of one another; and in place of sixty brisk useful craftsmen, the world has sixty dead carcasses, which it must bury, and anew shed tears for. Had these men any quarrel? Busy as the Devil is, not the smallest! They lived far enough apart; were the entirest strangers; nay, in so wide a Universe, there was even, unconsciously, by Commerce, some mutual helpfulness between them. How then? Simpleton! Their Governors had fallen out; and, instead of shooting one another, had the cunning to make these poor blockheads shoot.

—CARLYLE, in *Sartor Resartus*

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Tact cannot be overestimated. It can be cultivated.—A. E. WINSHIP.



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## EDUCATIONAL COMMENT

### BATTLE FOR BOOKS

Teachers are not agreed among themselves as to what books they want. Teachers and school librarians are not agreed as to the number of copies to be ordered nor the type of school libraries to be maintained—a large main library or a main library with supplementary classroom libraries.

Just now we are passing through a period in which the old type of recitation is being discarded. Teachers no longer make day-to-day assignments in their classes, but base the procedure on unit assignments of a week or more. This necessitates a higher stage in the development of materials of instruction. Teachers should all become better research workers and discover the materials they need for their students. They cannot depend on some one else to do it for them.

Furthermore, each teacher's needs (books, maps, pictures, other visual aids) should be put into written form so that teachers, pupils, librarians, and administrators may know what they are,

What is the instrument through which a teacher can show what he or she needs in

the way of teaching-materials? It is the teacher's personal mimeographed syllabus of the courses which he offers. The day has passed when a good teacher's work could be adequately assessed by a supervisor or casually bobbing into the room to see how a recitation is going. If the teacher is modern he does not conduct recitations of the traditional type.—L. S. GERLOUGH, in *Sierra Educational News*.

### WHAT IS "GETTING AHEAD?"

I think the depression has had one healthy effect. It has led to a more general questioning of the primacy of material values. Events have disclosed the demoralizing effect of making success in business the chief aim of life. But I think that still greater economic reconstruction must take place before material attainment and the acquisitive motive will be reduced to their place. It is difficult to produce a cooperative type of character in an economic system that lays chief stress upon competition, and wherein the most successful competitor is the one who is the most richly rewarded and who becomes almost the social hero and model. So I should put general economic change as the first and most important factor in producing a better kind of education for formation of character.

As long as society does not guarantee security of useful work, security for old age, and security of a decent home and of opportunity for education of all children by other means than acquisition of money, that long the very affection of parents for their children, their desire that children may have a better opportunity than their parents had, will compel parents to put great emphasis upon getting ahead in material ways, and their example will be a dominant factor in educating children.—JOHN DEWEY.

### ON PULLING TOGETHER

While we are talking about exerting ourselves to build a new social order wherein



there shall be less confusion, less of cross purposes, less of selfish individualism, less of propagandizing for vested interests, and more true education for a socially co-operative society, we fail to set our own house in order, and do as well even as far less pretensions groups in maintaining consistent support on the part of our members for the basic and fundamental program of public education.

Let us forget for a moment these relatively inconsequential differences in interests that now serve as a basis of division and internal bickering between ourselves, and meet together in a concerted effort to see that America shall maintain a system of public education adequate to her present and future needs. Such a program transcends the petty issues that presently produce disharmony and discord.

Once we catch the large vision, we shall easily master the mechanical difficulties of effective organizations, and once again the teachers of America shall stand united in an effort to do their part to see that government of, by, and for the people does not perish while we quibble among ourselves for preferment in our profession.—SUPT. JOHN A. SEXSON, *President California Teachers Association*.

## THE READING TABLE

AT WAR WITH ACADEMIC TRADITIONS IN AMERICA.  
By A. Lawrence Lowell. Cambridge, Mass.:  
Harvard University Press. 1934. 358 pp. \$4.00.

In this world of changing conceptions in policies and practices in education, perhaps no more significant volume has appeared than this by the eminent President-Emeritus of Harvard whose liberal and far-seeing attitude in his own administration is so succinctly and deftly set forth in its pages. The application, it is true, is directed to higher education and should prove invaluable to all college administrators because of the progressive principles and philosophy which underlie the brilliant attainments of the

author. But it has significance, too, for the lesser lights of the profession inasmuch as its breadth of vision incorporates all education. The book includes President Lowell's Inaugural Address and other important addresses, as well as extracts from his annual reports; it therefore involves such problems as the choice of electives, a higher appreciation of scholarship, the art of examination, etc.—important aspects of every college president's work.

He cuts through the crust of narrowness, tradition, and prejudice into the warm heart of the system—the individual to be educated—and directs his recommendations towards helping that one to live happily and adequately to the “fullest possible use of his natural faculties,” within the complexities of the world into which he has been brought. “But it must not be forgotten that all liberty and every privilege imply responsibilities.”

“The great defect in American education,” he says, “has been the lack of thoroughness,” and ascribes that lack to the briefness of time spent in the educative process, the insertion of less serious subjects in the place of more serious ones, and the lack of high standards in scholarship. He sees changes in trends in higher education more in the nature of emphases and attitudes on matters which are as old as education itself—these trends being “a less vocational objective, a greater correlation of knowledge, a recognition of the principle of self-education, and the stimulation of more vivid intellectual interests.”

Throughout this collection one sees education in its broadest scope, envisioning the highest good to mankind without the hampering bonds of tradition, and carrying constantly the keynote of finer scholarship.

B. J. L.

DEMOCRACY FACES THE FUTURE. By Samuel Everett. New York: Columbia University Press. 1935. 269 pp. \$2.50.

A member of the staff of Lincoln School,



experimental school in connection with Columbia University, views present-day American life in its complexity, and reinterprets education in the light of his findings. The thesis is important for the reader, namely, that educational practice, to meet contemporary needs, depends upon the "formulation and acceptance of some educational theory which rests upon a realistic study of society, and the acceptance of an adequate social theory." Among the most significant chapters are the following: "The Social Challenge to Education," "Art in a Machine Culture," "Democracy—Fact and Myth," "Freedom in an Industrial Society." In these chapters, and indeed throughout the whole book, the author has based his social philosophy on well-documented and statistically accurate facts. The carefully selected general bibliography as well as the chapter bibliographies represent fresh books and articles, most of them of very recent publication.

The lay reader and the teacher will both profit greatly by reading this book and getting another significant re-statement of the relation of school to society. The book will be a challenge to other virile writers on the various themes which make up its content. The call to leadership in practical administrative and teaching situations should be so clear as to stimulate many to action.

W. J. G.

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EVALUATING THE PUBLIC SCHOOLS. By the Joint Commission on the Emergency in Education. Washington, D. C.: National Education Association. 48 pp. Paper cover.

This booklet is a fine illustration of cooperative work, being financed by the national scholarship society, Phi Delta Kappa, and prepared for lay readers as well as the administrative educational leadership of America by the Joint Commission on the Emergency in Education. It is particularly adapted in its make-up as well as its content to the use of conference and discussion

groups, and is calculated to set people thinking.

In the main its problems center in the questions of expense for a really adequate system of schools for present-day American society, how the schools must needs be reformed to meet the social changes now so apparent, and to what point, secondary or collegiate, education at public expense should be carried. The study abounds with significant graphs and with valuable brief bibliographies.

W. J. G.

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SALLY AND BILLY IN WINTER and SALLY AND BILLY IN SPRING. By Marjorie Hardy. Illustrated by Matilda Breuer. Chicago: Wheeler Publishing Company. 48 pp. each. 1933.

Two colorful primers containing interesting stories of children's everyday life, told in their own language by one of the most successful of primary teachers.

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OUR CHANGING WORLD: A Teaching Unit Library. Edited by Rollo G. Reynolds. New York: Thomas Nelson and Sons. 1934. 72 pp. each.

THE THUNDER BIRD: The Story of Fire. By Wainwright Evans.

PADDLES AND PROPELLERS: Transportation on the Hudson River. By Helen Irwin.

LETTERS FOR THE KING: Part Two of a Story of the Alphabet. By Michael Lipman.

OUR ELECTRICAL WORLD. By Muriel Haynes.

WIRES AROUND THE WORLD. By Velma Stout.

These five books represent something new and delightful in readers for the late primary and the middle grades, in order to give the children participation in the teaching units centering around their interests; to help them secure educational outcomes which every child should possess; and to aid them in becoming the kind of people which a modern philosophy of education expects American schools to produce. They are but a part of a library designed to aid in giving accurate information in teaching such units as Transportation, Communication, etc.—truly a boon to those teachers who do not have easy access to large library facilities.



ties. These materials serve an added means of securing improvement in reading by stimulating interest in the familiar things of life, through the skillful way in which they are presented at the level of the child.

B. J. L.

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GROWTH AND DEVELOPMENT OF THE YOUNG CHILD  
By Winifred Raud, Mary E. Sweeney and E.  
Lee Vincent. Second Edition, Revised and  
Reset. Philadelphia: W. B. Saunders Co. 429  
pp. 1934. \$2.75.

This revised edition contains new material relative to endocrine glands, growth in infancy and childhood, advances in the matter of nutrition, and an entirely new chapter on biological development. It is valuable both for parents and teachers because it presents child development and care from the viewpoint of the mental life, the physical life, and that of family relationships. The teacher of child psychology will, likewise, find it very helpful.

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LITERATURE AND THE CHILD. By Blanche E.  
Weekes. New York: Silver, Burdett & Co.  
1935. 465 pp. \$2.16.

Designed especially for the elementary classroom teacher, but valuable for the librarian and the parent, this guide book to children's reading will aid greatly in developing literary appreciation. It offers sound judgments on qualities of literary significance, on method of presentation, on factors of selection, as well as useful background material on the history of children's literature, on illustrations and illustrators, and on the best known children's poets.

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TEACHERS AND TEACHING. By F. W. Hart. New  
York: The Macmillan Co. 1934. \$1.50.

Teachers need no longer pray with Robert Burns for the privilege of seeing themselves as others see them. At least secondary teachers need not. For Hart has here provided detailed opinions of teachers held by a large group of high school students. These students were asked to describe the *best* and *poorest* teachers, and his book is

organized accordingly. It is surprising to note how fairness, kindness and such traits balance with knowledge and power to think in the students' evaluation of good teaching.

K. M. A.

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1935 ESSAY ANNUAL. Compiled by Erich A.  
Walter. Chicago: Scott, Foresman and Co.  
1935. 376 pp. \$1.00.

This annual collection of essays—personal, critical, controversial, and humorous—will reassure those who in 1933 and 1934 questioned the value of a yearly essay anthology of the sort successfully prepared by O'Brien in the short story and Mantle in the drama. The third volume contains thirty-five essays in various fields, with the largest number of selections—five each—from *Harper's* and the *Saturday Review of Literature*. All but three of the selections have appeared in American magazines during the past year. The volume contains a convenient bibliography of two hundred-odd outstanding essays published in American periodicals during the year ending March 31, 1935.

C. T. L.

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PHOTOPLAY APPRECIATION IN AMERICAN HIGH  
SCHOOLS. By William Lewin. A Publication  
of the National Council of Teachers of English.  
New York: D. Appleton—Century Co. 1934.  
122 pp. \$1.00. Boards.

The photoplay as an art may lead to high culture, but as a commercial product it may be a menace to society, the author points out.

Investigation with a large number of adolescents seems to prove that high school students, if left to their own devices, do not ordinarily see, in the course of a year, those pictures which, by every possible criterion of goodness, are the outstanding successes. Naturally, the producer thinks it folly to place before children the pictures they do not elect to see. "If teachers will make the discussion of pictures a part of school work, pupils generally will tend to see the better pictures."



It is all helpful, and, since it is interesting also, I heartily recommend this monograph to the English teacher who wants to make her work both dynamic and practical.

T. C. C.

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AN INTRODUCTION TO THE STUDY OF POETRY. By Richard Ray Kirk and Roger Phillip McCutcheon. New York: American Book Company. 1934. 460 pp. \$2.50.

Throughout the introductory chapters, familiar poems are cited. The authors' theory is that by learning new things about old poems, the student is motivated to go on to new fields. Perhaps they feel, too, that a beginner can better appreciate those poems with which he is already acquainted, and can better set up standards for studying the newer material of the anthology given at the close of the introduction.

The outstanding idea finally given to the student is that poetry is not an isolated field of literature that must be approached only after definite rules and definitions are learned. Rather, the book points out that poetry is an expression of human emotions, made more effective by skillful use of words, sounds, and rhythms. This alone justifies the work. For when poetry is put on an understandable basis for high school and college students, another field of art is opened up.

V. C.

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HIGHROAD TO ENGLISH LITERATURE. By Elizabeth Collette. Boston: Ginn and Company. 1935. 571 pp. \$1.60.

This book is practical in its many aspects. It furnishes complete literary maps, suggests topics for individual reports, outlines literature by means of complete bibliographies, and gives chronological tables which show the parallel development of the chief historical and literary events of each period. Miss Collette's experience as a teacher in a Pittsburgh high school helps her to meet the student's needs.

An especially commendable feature is the use of authentic portraits of literary figures,

many by internationally famous artists. Miss Collette does not stop here. She has also used photographs of famous contemporary actors to illustrate her material.

One might question the author's failure to use italics in designating book titles and other accepted means of denoting book chapters and the titles of poems. This may confuse the student.

Although the author has pointed out the main characteristics of the periods, she has not always made them definite for high school students. Certain tendencies of the romantic and classical periods, for instance, are not outlined with sufficient clarity for the reader to catch the true significance of the periods.

E. B.

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FORM AND STYLE: A Manual of Composition and Rhetoric. By David Lee Clark, John O. Beaty, John W. Bowyer, and Jacob L. Neu. New York: F. S. Crofts & Co. 1935. 445 pp. \$1.75.

This combined rhetoric and handbook is sufficiently conservative, comprehensive, and thought-provoking to please the teacher.

The college freshman will probably like it because the instruction is positive, many of its illustrations are modern, and the use of historical and other background flatters his intelligence.

"The Review of Grammar" is brief and simple. Some teachers may regret the absence of poetry, and many will feel that the author of the chapter on "Diction" is rather hard on slang and colloquialisms—that he did not distinguish clearly between oral and written usage. However, the emphasis on derivations and other virtues make this one of the best sections of a practical book.

T. C. C.

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EVERYBODY'S SHAKESPEARE. Edited for Reading and Arranged for Staging by Roger Hill and Orson Welles. Woodstock, Illinois: The Todd Press. 1934. "Julius Caesar," "The Merchant of Venice," and "Twelfth Night." 60c each; three for \$1.00.

Perhaps the motive actuating these revis-



ions is found in the opening lines of Advice to Students:

*"On Studying Shakespeare's Plays*  
Don't!  
Read them. *Enjoy them. Act them."*

The page closes with a quotation from Shakespeare:

*"Fall to them as you find your custom serves you,  
No profit grows where is no pleasure ta'en."*

The pages are bordered with suggestions and sketches of settings and scenes. The modernized stage directions are explicit, and the flavor of Elizabethan diction may not be missed by young students.

It is deplorable that Shakespeare has been so greatly neglected; perhaps this new style of presentation may create a new interest in the master of comedy and tragedy. If people read the plays for enjoyment rather than because they feel it the duty of a cultured person, then these editors have made a notable contribution to the appreciation of literature.

E. P.

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THIRD YEARBOOK OF SCHOOL LAW: 1935. Edited by M. M. Chambers. Published by M. M. Chambers, 722 Jackson Place, Washington, D. C. 119 pp. \$1.00. Paper.

A narrative topical summary of decisions of the higher courts in all states of the United States of America in cases involving school law, as reported during the preceding year.

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WHAT COUNTED MOST. By J. W. Crabtree. Lincoln, Nebraska: The University Publishing Company. 1935. 174 pp. \$2.00.

How a poor farm boy, by determination, self-reliance, honesty, frankness, trustworthiness, and the will to win through, became successively teacher, principal, college president, superintendent, and secretary of the NEA, advancing its membership from 6,000 to a high peak of 220,000.

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REDIRECTING EDUCATION. By Rexford G. Tugwell and Leon H. Keyserling, N. Y.: Columbia University Press. 1934. 258 pp. \$3.00.

The first of a two-volume series on changing objectives in education is concern-

ed with the United States; the second will consider Europe and Canada. This book has grown out of the study by a number of teachers in Columbia University of the development of social objectives in American education as influenced by the rapidly developing industrialism of our civilization. It takes up in order social objectives in education, social objectives in the American college, economics in the college, history in the college, and, last, political science in the college.

The book was organized before Professor Tugwell had any direct connection with national affairs, and is therefore not influenced by his work as advisor to the present administration.

Contrasting objectives of our early history with those of recent history; the authors show how a gap developed between education and experience. Reconstruction in our schools is needed, they say, to close this gap. The growing conflict between individualism and technology, they show, is having its effect on society. If education is to help the student adapt himself to society and use his full powers as a citizen, the curriculum of social sciences must be extended. An analysis of governmental institutions gives particular attention to the expanding role of the government and the problem of patronage.

C. P. S.

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LOS OTROS AMERICANOS. By Nina Lee Wiesinger and Marjorie C. Johnston. Garden City, N. Y.: Doubleday, Doran & Company. 1934. 247 pp.

A Spanish reader based on Latin America: items of history and geography, stories and legends, a few names of literary men, bits of poems, songs, and dances, and suggestions that reveal the artistic talent of the Latin American peoples.

The vocabulary is largely limited to the 2,500 words of highest merit in the Buchanan list. A comprehensive list of supple-



mentary reading references and suggestions for club programs is found in the appendix.

J. A. SAWHILL.

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FEMALE FORM. By Ben Pinchot. Illustrated by George B. Bridgman. Pelham, New York: Bridgman Publishers. 1935. 31 pp. \$2.50.

No reading matter except a short introduction. It consists of thirty-two exquisite sepia photographs of the human body in most artistic poses. Accompanying each photo are good, simple, pencil, line sketches by Mr. G. B. Bridgman, suggestive of the main lines and action of the body seen in the photograph. In the sketches are also to be seen a close study of muscles, heads, hands, legs, and feet. This book shows how the amateur artist, who cannot afford the expense of a model, can gain much knowledge by quick sketching from fine photographs of the nude body in various positions. It is a most artistic book.

A. M. A.

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## NEWS OF THE COLLEGE

A refreshing woodland scene with fairies and forest folk provided the setting for the May Court, with Kathleen Carpenter, Norfolk, reigning as Queen of the Fairies in the May Day festival here May 4. Written by Julia Courter and Kathleen Carpenter, the pageant was based on Sir James Barrie's *Peter Pan*. The role of Peter Pan was taken by Anne Wood, of Richmond. Members of the court were Nancy Turner, Norfolk, maid of honor; Frances Wells, Suffolk; Mary Page Barnes, Amelia; Hattie and Julia Courter, Amelia; Catherine Matthews, Cambridge, Md.; Melva Burnette, Leesville; Alyce Geiger, Los Angeles, Calif.; Mary Blankinship, Clifton Forge; Elizabeth Gilley, Axton; Gene Averett, Lynchburg; Agnes Mason and Mary Vernon Montgomery, Baskerville.

The Glee Club under the direction of Miss Edna Shaeffer attended the Apple Blossom Festival in Winchester May 2-3,

acting as a chorus for the Queen's court. Nancy Turner served as one of the thirty-three princesses.

The Stratford Dramatic Club presented "The Young Idea," a sparkling three-act comedy by Noel Coward, as its spring production. Ably directed and coached by Miss Ruth Hudson, the players gave an excellent piece of entertainment.

The junior honor society for underclassmen, recently organized under the leadership of Kappa Delta Pi, has become a recognized organization with the name of Sigma Phi Lambda. The president of the Society is Mary Ella Carr, Fairfax, with Isabel Roberts, East Falls Church, vice-president; Helen Shular, East Stone Gap, secretary; Mildred Miller, Harrisonburg, treasurer; Lena Mundy, Harrisonburg, historian.

Ann Kellam, Weirwood, vice-president of the Athletic Association, has been chosen by members of the varsity basketball team to succeed Emily Pittman as captain of the team for the 1935 season.

A delegation of six faculty members and thirteen students attended the annual meeting of the Virginia Academy of Science which met at the University of Richmond, May 3-4. Dr. Gifford officiated as chairman of the educational division, and Professor Chappellear as secretary of the biology division.

Twelve newly-elected members of Kappa Delta Pi are Geraldine Fray, Advance Mills; Jessie Phillips, Kents Store; Martha Saunders, Richmond; Eleanor Bobbitt, Reisters-town, Md.; Goldie Cohen, Scottsville; Jane Epps, Halifax; Daisy Mae Gifford, Harrisonburg; Flora Heins, Ballston; Ruth Manning, Assawoman; Lois Meeks, Baltimore, Md.; Elizabeth Schumacher, Harrisburg, Pa.; Rosamond Wiley, Independence.

Inez Graybeal, of Christiansburg, soprano, assisted by Josephine Miller, Woodstock, violinist, presented her senior recital in Wilson auditorium May 1.

"Marching Along Together" was the



motto of the Freshman Class when they celebrated their first class anniversary, April 26. Garbed as cadets on dress parade, the members of the class fittingly closed their day with a military ball in Reed Hall at 7:30 p. m.

The honor list for the winter quarter shows those rating first honors are: *Seniors*—Karle Bundy, Tazewell; Mary Elizabeth Deaver, Lexington; Mary Bradley Jones, Luray; Elsie Mallory, Mineral; Catherine Matthews, Cambridge, Md.; Joyce Rieley, Troutville; Sophie Schneer, Brooklyn, N. Y.; Eugenia Trainum, Meltons; *Juniors*—Eleanor Bobbitt, Reisterstown, Md.; Virginia Cox, Woodlawn; Sylvia Kamsky, Richmond; Evelyn Pugh, Edom; Elizabeth Schumacher, Harrisburg, Pa.; Margaret Thompson, Lexington; Rosamond Wiley, Independence; *Sophomores*—Evelyn Bywaters, Opequon; Ethel Cooper, Winchester; Retha Cooper, Winchester; Alyce Geiger, Los Angeles, Calif.; Daisy Mae Gifford, Harrisonburg; *Freshmen*—Mildred Miller, Harrisonburg; Helen Shular, East Stone Gap.

Members of the committee for the Virginia Intercollegiate Press Association convention to be held here next October have been appointed by Virginia Cox and Elizabeth Bywaters, president and secretary, respectively, of the association. They are Frances Wells, Suffolk, president of the student government; Elizabeth Thweatt, Petersburg, president of Y. W. C. A.; Gene Averett, Lynchburg; Evelyn Pugh, Edom; Catherine Cartee, Hagerstown, Md.

New members of literary societies for the spring quarter are: *Lee*—Margaret Hottle, Manassas; Dolores Phalen and Lena Mundy, Harrisonburg; Betty Hodges, Museville; Ellen Moran, Staten Island, N. Y.; Margaret Regan, Montclair, N. J.; Catherine Bryan, Pine Plains, N. Y.; Margaret Anderson, Brooklyn, N. Y. *Page*—Marian Sampson, Gordonsville; Susan Quinn, Richmond; Jenny Spratley, Den-

dron; Elizabeth Bywaters, Opequon; Emily Bushong, Woodstock; Jane Lockwood, Norfolk; Virginia Duncan, Chilhowie; Jane Epps, Halifax; Elizabeth Firebaugh, Fairfield. *Lanier*—Sarah Baptiste, Ivy; Helen Austin, Wytheville; Anne Skinner, Norfolk; Frances Wilson, Crewe; Lois Burnette, Leesville; Alice West, Salem.

Mr. Clyde P. Shorts, professor of education and psychology, resumed his work at the college, April 26, after a serious operation.

Representatives to the Student Council recently elected from the four classes are *Senior*: Aubyn Chance, Jonesville; *Junior*: Ruth Rose, Big Stone Gap; *Sophomore*: Eleanor McKnight, Cambridge, Md.; *Freshman*: Ila Arrington, Hot Springs.

The members of the French Circle gave a play, entitled *Maître Pierre Pathelin*, in assembly, Wednesday, May 1. Those taking roles in the play were Virginia Cox, Margaret Newcomb, Florence Rice, Margaret Thompson, Daisy Mae Gifford.

Eleven senior life-savers successfully passed the examiners' training course given here April 16-17 by D. Melville Carr, life-saving field representative from the Red Cross Headquarters at Washington, D. C. They are Catherine Bryan, Velma Kilmartin, Peggy Regan, Erma Cannon, Marguerite Holder, Alice Thomas, Louise Allred, Douglas MacDonald, Martha Saunders, and Misses Julia Duke and Dorothy Savage.

Ruth Rose, of Big Stone Gap, has been elected to head Alpha Rho Delta for next year. Other officers elected are Blandene Harding, Waynesboro, vice-president; Dolores Phalen, Harrisonburg, secretary; Lucille Webber, Winchester, treasurer.

"Jack," said the teacher, "come to the map and point out Australia to the class."

Jack did so.

"Who discovered Australia, George?" the teacher asked the next boy.

"Jack did," was the reply.



## ALUMNAE NEWS

## RECOLLECTIONS OF EARLY DAYS

EVA MASSEY, '12

This is a day when people are interested in beginnings, in going back to sources, in tracing things from their origin.

Today we are thinking of the beginnings of this beloved institution—State Teachers College. Those of us who now bear the marks of a quarter of a century of service look back and are proud of those beginnings.

Here is a copy of the first annual, printed twenty-five years ago. Faded and worn, it probably doesn't look to you like something that would fill your breast with pride, but to those of us who watched it come into being it is very precious. Each page represents a field of battle on which we "fought, bled, and died" for the cause of history or English.

As I turn its pages, I find many things of which we "beginners" are proud. First of all comes the Faculty. Some other schools may have had a faculty just as good but none had a better. Here is the picture of one who carried the burdens of administration, but who had an encouraging word for each girl. Here is one who loved a "quiz" as much as we hated it, but who instilled in us a deep love for this Valley. Here is another whose English illustrations illustrated so well that twenty-five years has not erased the picture of two little figures with the feet of one pressing against the feet of the other, as he stood on his head representing the word "antipodes." And here is one whose bright, alert look seems to say even yet, "Forward, march!"—There were others we loved—some called to higher tasks in the state—some called to a higher land.

Another thing of which we are proud is the growth of our Alma Mater. Perhaps you have all seen the picture of opening day twenty-five years ago. We were proud

of those buildings—only two of them besides the Cottage—but they seemed like palaces to us. They didn't build on such a large scale then as now—at least not in the country where most of us came from. Even the "board walk" was a never-failing source of interest—especially on slippery mornings or when a bell was ringing. Then when we got a new dormitory with the latest word in double-decker beds, we thought there was nothing left to be desired. But how proud we are of this beautiful campus today after twenty-five years of steady growth!

And then we are proud of the pioneer spirit of those days. Perhaps there is something in the bracing air on this hill, or in the strength of these blue stones that challenges Harrisonburg girls to blaze trails, something that challenged the girls of a quarter of a century ago to blaze trails in organizations, in tree planting, in practice teaching, in ideals.

I am sure that Harrisonburg girls will never lose that spirit of the pioneer. They are still ready and will always be ready to blaze new trails into education, into science—wherever there is a need.

## THE SPIRIT OF HARRISONBURG

FRIEDA JOHNSON, '15

Harrisonburg has sent teachers to Peabody. Among those who have served on the faculty at Peabody are Mr. Heatwole, Miss Shoninger, Miss Gregg, Mr. Logan and Miss Seeger. Among alumnae of Harrisonburg who have studied at Peabody are Hallie Hughes, Gladys Goodman, Sallie Blosser, Ferne Hoover, Mamie Omohundro Switzer, Frances Selby, Sylvia Slocum, Mary Barbour, and Jane Elliot. Among Peabody alumni on the Harrisonburg faculty one finds Miss Anthony, Mrs. Moody, Mrs. Varner, Miss Alexander, Miss Thompson, Miss Robertson, Mrs. Blackwell, Mrs. Crookshank, Miss Aslinger, Miss Blosser, Miss Hoover, and Miss Goodman. I hope



there will be, oftener and oftener, interchanges between my two alma maters.

No matter where one goes, his first college stands as a vital part of his experience. So I feel about Harrisonburg after having studied and taught here. I am deeply conscious of the Harrisonburg spirit wherever I meet a Harrisonburg alumna. I recall in the summer of 1922 being hailed on the campus of the University of California by Josephine Bradshaw of the 1914 class and last year in the halls of Teachers College by Mary Davis of my own 1915 class. She is now teaching in Bronxville, New York. You can imagine my consternation one fall when I entered my classroom at Peabody to see among my students none other than Frank Selby with whom I played basketball four years here. But again the Harrisonburg spirit showed itself and we had a happy time together studying and renewing our old friendship. She served for a number of years as registrar in Commerce, Texas, but is now married.

As I think back to 1911 when I first came to Harrisonburg as a green country girl, it is not the buildings that I recall but the influence and spirit of the faculty and student body. I recall going into Mr. Burruss's office one day to ask his advice and seeing a man who could attend to two or three matters at one time. Miss Cleveland made me conscious of what English can mean as I worked with her on the annual staff and in her classroom. I see sitting in the audience Florence Keezell Simms who was editor-in-chief of the annual the year I tried to be business manager. Dr. Wayland's influence is still potent. Just last week when one of my classes was reading some of Burns's poetry I recalled how he had made his history classes more than just history by having us sing historical songs like "Scots, wha hae wi' Wallace bled." Miss Hudson was the guiding spirit of our basket ball team and other athletic games,

and Miss Hoffman of our hockey. Four of us who started on the freshman basket ball team played the whole four years. I refer to Frank Selby and Mary Davis, mentioned above, to Mary Bosserman, who is here in one of the banks to look after your money, and to myself. The fifth member of that freshman team was Nan Wiley, who is at home in Crozet, Virginia. I recall Miss Spilman's and Miss Gregg's help in practice teaching. The class of 1915 has been held closely together by Miss Gregg, who was our honorary member. Each Christmas she sends each one of us a card. I wish she could have been here for our reunion this year. Among others who guided us in the 1911-1915 period were Miss Seeger, Miss Shoninger, Miss Sale, Mr. Johnston, Miss King, Miss Harrington, Mr. Heatwole.

Through Miss Anthony's influence, after I came to teach in the training school, I went to Peabody to study, and I have been there ever since. As I work there, I try to make the spirit of Harrisonburg a part of my policy. As the faculty and student body in my eight years here at Harrisonburg made me a part of the life here, so I endeavor to play a part in the life of those I come in contact with elsewhere. The friendships of former days still live for me and as my circle of friends widens I find that I cling to the old ones too. That is one of the vital forces of college life.

Mr. Duke gave us the idea that we must have well-rounded personalities to be living teachers. It seems to me that Miss Mary Woolley gives the necessary factors when she says that the well-rounded individual needs to develop in four directions—intellectually, morally, physically, and socially. I should like to say that we need to think of these four factors in our own lives as teachers.



## ACTIVITIES OF AN ALUMNA CHAPTER

CLOTILDE RODES, '24

As diversified as we alumnæ find ourselves in age, tastes, duties, and associations, a chapter in as large a town as Portsmouth becomes a very unwieldy organization unless there is someone in charge who has the time *or* the energy and desire, to keep a watchful eye over it.

I am not telling you anything you don't know, when I say that in an organization where the only controlling motive is the wish to keep alive all the good things we shared at our Alma Mater, the wishes are often sidetracked for the more urgent things which must be done. For this reason *we* have found a good attendance at regular chapter meetings a hard thing to attain.

In the fall of 1933 Ella Stover was elected president of the Portsmouth Chapter. With her as our head we have made strides in forming a sound organization, with an Executive Board consisting of the officers and various committee chairmen, numbering twelve in all.

This Board has met frequently at specified times to discuss and plan the activities of the chapter. The meetings are open to all members and are announced in the local paper beforehand. The members of the Board have felt responsible to come, and all other members are free to come. In this way much important business has been carried on, whereas if a date had to be selected which would be convenient to the majority, valuable time would have been lost.

Another of our aims has been to keep the College Faculty in touch with the Portsmouth Chapter through yearly Christmas cards. Hand-made block prints of H. T. C. campus scenes, made and printed by a member of the Chapter, are taken to our annual fall card party and signed by the members. We have had many responses, among them a lovely poem by Dr. Wayland,

entitled "In the City by the Sea" printed for framing.

The third point is our February Tea, so-called for want of a better name at present. This tea is given for the girls who are to graduate from all the high schools in the Portsmouth vicinity. At this tea it is our aim to have a member of the college faculty to talk informally to the girls, answering their questions and in general getting H. T. C. fixed in their minds.

Then we have laid a sound foundation for our scholarship fund, in the form of a Trust Fund which we hope to add to materially from year to year, for the purpose of helping a promising girl from the Portsmouth vicinity through her college course at Harrisonburg. Although it is still in its infancy, we feel that it is something definite to work for. It is to be handled by a committee which will consist of the president and treasurer of the chapter, a member at large, and a *constant* member. This *constant* member is Ruth Rodes Culpepper, an active member of the Portsmouth Chapter since its organization, who made the motion initiating the fund and whose permanent home is in Portsmouth.

The rest of the organization does not differ materially from any other Alumnæ Chapter and I need not bore you with that.

I must say, however, that I think Miss Stover's success has been due largely to her forethought in selecting the members of the Executive Board. There are persons on it from every different class group and not only those whom she felt she knew because they were in her class. The following classes are represented on the present Board: '15, '16, '19, '21, '22, '24, '29, '32.

## HARRISONBURG'S CHALLENGE

ANNE TROTT, '31

When Dr. Weems asked me to speak to you this morning, she made two suggestions as to what I might talk about. One was the



New Curriculum. Imagine *my* talking to *you* about the New Curriculum! The other was what we can do for Harrisonburg. I feel certain she can talk upon that subject much more adequately than I, and, no doubt, she will do so before the day is over. But I am going to take her last suggestion and talk about it in an indirect way—not what we can do for Harrisonburg, but what Harrisonburg has done for me. And what it has done for me, perhaps it has in some manner done for you.

You wonder what this peculiar looking manuscript is which I am holding in my hand. Some of you have seen it before—a long time ago. It means more to me than just a piece of folded paper with two frayed red ribbons and a dilapidated red teddy bear hanging from it. It stands for the first time I ever stood on my two feet and addressed an audience at the State Teachers College in Harrisonburg. I brought it along for moral support.

Will you forgive my being personal?

When I was in the second year high school I met the first serious crisis of my life. I had to leave the school which I had attended for eight years. I loved that school—loved it deeply and passionately. I didn't want to leave. I cried bitterly. I always was a cry baby, but that occasion warranted tears. A teacher to whom I had always been especially devoted put her arms around me and tried to comfort me. She showed me that in meeting this sorrow bravely I would be doing something for the school I loved. She fired me with the ambition to be a credit to that school—my first Alma Mater.

The next fall, still filled with a sincere desire to measure up to that teacher's standards, I entered a strange school. The bell rang for the first class. The teacher entered the room. True to eight years' training, without any thought as to my actions, I stood up. Someone snickered. After the fraction of a second, I realized that I had done something strange—I was the only

one standing—I was being laughed at. Humiliated, embarrassed, and bewildered, I sat down. Was I different from other girls? Would I do other things to be laughed at? What strange habits had been formed in the only school I had ever known? That moment I went into my shell, and I stayed there.

It was not the school's fault. Things like that happen to high school children, and those who understand are very few. There was one teacher who seemed to sense something of what had happened. She was never too hurried to be patient, never too busy to talk. When I was alone with her, I forgot my fear. What I owe to her interest in me at that critical time cannot be estimated.

I had one outlet for my feelings; there was one thing I could do to prove the worth of the school I had left, one way in which I could hold my self-respect. I studied. My books became the only real and vital part of my existence. I lost myself in their pages; I became a bookworm.

And so two years passed, and I came to Harrisonburg, still timid, shy, afraid of ridicule. And will I ever forget that first day? Julia Reynolds didn't help matters any. I can see her now standing at the head of the stairs in Ashby fairly filling the landing space, her hair done up in a hundred tiny curl papers, her mouth wide open sending forth a most pitiful wail: "I want my Mama!" I wanted to laugh, but I didn't dare. I took a deep breath and slipped past her as quietly as I could.

Then there came the night of the faculty reception—a line of prim stiff backs and little green cakes. I was going down the line, dreading each handshake, when I looked into the kind, sweet face of Dr. Converse. For a moment I felt a warmth of kindness and sympathy. I was just beginning to gain a little self-confidence when, with a perfectly straight face and not the flicker of an eyelid, he introduced me to the person on his right, saying: "May I present Miss Gallop?"—Miss Gallop I remained



down the rest of that endless line.

That first year I studied. That was all college could possibly mean to me. I would never otherwise find a place in the student body of which I was a peculiar part.

In the early spring our class began to make plans for its Freshman Day. I was interested; I listened; I wanted to share in the planning, but I could not push myself into it. Then one of my classmates came to me and asked me to help. She was serious and in earnest. She was asking *me* to help. She was inviting me to be one of them. Still frightened, but gloriously happy, I said I would try. The day came, and I stood on the old stage in the Big Gym during assembly and read this manuscript—a letter to our big sisters thanking them for all they had done for us. My knees were shaking, and the stage was squeaking—but no one laughed.

There was a long way between the girl who was laughed at and the girl who read this. She was no longer afraid to laugh at Julia; she had even learned to contradict Dr. Converse. Personal contact with faculty and students had brought that change about.

It was inevitable that the pendulum should swing the other way. One day in September of my senior year as I entered my room, my roommate turned to me with an expression of pity and disgust. She looked me straight in the eye and said: "Anne Trott, you're getting to be so conceited you're not fit to live with!"—Harrisonburg gave me a friend who was big enough to tell me that.

It seems to me that there is a challenge back of all that Harrisonburg has done for me—back of all that it has done for us. It makes no difference into what field of service we have gone, if our work brings us in contact with human beings, we should take the time to get beneath the surface of their make-up, to reach not just their brains but their lives. Harrisonburg has understood

and sympathized with us; we have been prepared to understand the child who is laughed at, and the child who has grown conceited, and all those children in between. If we are true to our Alma Mater, we will reach them and help teach them to truly live.

When I came to Harrisonburg, I knew that black was black and white was white; I was sure that I was very good and, therefore, would go to heaven; I was equally certain that some of the people with whom I came in contact would one day go to a place I wouldn't then deign to mention. When I left Harrisonburg, I was sure of only two things: One, that I had more to learn than I would ever realize; the other, that I wanted in some way to serve those people with whom at one time I would not condescend to associate.

Surely one of the greatest things we can do for Harrisonburg is to give to others a little of what Harrisonburg has given to us.

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#### HOME-COMING SPEAKERS

Four alumnae appeared on the program on March 23 when the annual Alumnae Home-Coming was celebrated: Eva Massey, of Boyce, Virginia; Frieda Johnson, George Peabody College for Teachers, Nashville, Tennessee; Clotilde Rodes, Portsmouth, Virginia; and Anne Trott, Ft. Defiance, Virginia. In somewhat condensed form these talks are published for the benefit of those alumnae who were not able to be present.

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#### *A French School*

Helen McHardy Walker, '26, of 814 Harrington Ave., Norfolk, and Miss Sara Lee Hutchings, of the same city, have announced the opening of *Ecole Virginie*, a summer camp for those interested in learning French, during the period of June 20 to August 2. Senior girls (13 to 18) and junior girls (8 to 12) will be admitted, and it is planned to have a little girl from Gre-



noble among the campers. The entire staff, which will include a native Frenchwoman, speak French fluently, and it is announced that French will be the medium of expression at all times.

Both Miss Walker and Miss Hutchings were counsellors last summer at Camp Strawderman, the camp conducted each summer at Columbia Furnace, Virginia, by Miss Margaret V. Hoffman.

### *Weddings*

On March 25, Helen Blair Turner of Chattanooga, Tenn., was married to William White Sproul, Jr., of Staunton, Va., and Sharon, Pa. Mrs. Sproul was graduated from the Presbyterian Hospital School of Nursing, Chicago, after taking a pre-nursing course at H. T. C. Mr. and Mrs. Sproul are making their home in Sharon, Pa., Mr. Sproul being connected with the Westinghouse Electric and Manufacturing Company.

Lola C. Johnson of Charlottesville and Dr. James Edward Wissler of Washington, D. C., were married at Elkton, Md., on March 24. Mrs. Wissler attended H. T. C. and the University of Virginia. Since her graduation she has been a member of the faculty of Handley High School.

Dr. Wissler is a practicing physician in Washington, D. C., where the couple will make their home.

Hilda Page Levi, '29, of Berryville and Edward Joyce of Washington, D. C., were married in Elkton, Md., on April 19. Since her graduation Mrs. Joyce has been a member of the faculty of the Berryville High School. Mr. and Mrs. Joyce will make their home in Washington.

### *Engagements*

The engagement of Lois Hoyt Hines to David Baldwin Perrin was announced on April 24. Since her graduation in 1932, Miss Hines has taught home economics in the Gloucester High School.

Mr. Perrin, formerly of Gloucester, is a

graduate of V. M. I. and for the past few years has been connected with Duquesne Light and Power Company of Pittsburgh, Pa.

Pearl Eunice Nash, '31, of Blackstone, will be married to Landon Scott Temple of Carson and Disputanta in the early summer.

### *Supplementary List of Placements*

#### FOUR-YEAR GRADUATES, 1933-34

*Curriculum III:* Courtney Dickinson—Substitute teaching in Roanoke City Schools; Virginia Dorset—Assistant in Architect's Office, Washington, D. C.; Myra Phipps—First grade, Bristol, Va.; Aileen Sifford—Elementary teacher, Norfolk County; Rhoda Wenger—Matron in Menonite Girls' Home, Reading, Pa.

*Curriculum IV:* Annette Cohen—Preschool Kindergarten, Brooklyn, N. Y.; Estelle Fauls—Student, Henry Business School, Harrisonburg, Va.; May Glaser—Clerk in Evening School, Woodcliff, N. J.; Kathryn Harlin—Upper grades, two-room school, Alleghany County; Margaret James—Substitute teaching in Lancaster and Northumberland Counties; Virginia Jones—Teacher of home economics, Blacksburg, Va.; Alice Kay—Fourth grade, Middlebrook; Marietta Melson—Second grade, Machipongo; Charlotte Mitchell—Assistant to geography instructor, State Normal School, Gorham, Maine; Mary Shankle—Elementary teacher, Sabillsville, Md.; Mary Spitzer—Elementary teacher, Hamilton; Mary Truhan—Director of after-school athletic center, New York City.

*Curriculum V:* Alma Ruth Beazley—Home economics, Gloucester County; June Littlefield—Commercial Demonstration Agent, Portland, Maine.

The following graduates have married: Elizabeth Carson, Pauline Hawkins, Margaret Mears, Evelyn Starling, and Esther Woodcock, and one two-year graduate, Virginia Hankla.



TWO-YEAR GRADUATES,  
1933-34

*June Graduates:* Margaret O. Dorset—Third and fourth grades, Summerhill, Chesterfield County; Louise Howerton—Third grade, Danielstown; Mildred Mullins—Statistics clerk, V. P. I.; Jessie Reynolds—Rural school, Pittsylvania County; Ruth Starling—Secretary, Troy Steam Laundry, Harrisonburg; Eleanor Whitman—Student, Washington School for Secretaries, Washington, D. C.

*August Graduates:* Pauline Armstrong—F. E. R. A. night school, Lofton; Emma Lou Garber—Rural school, Shenandoah County; Mae Maxey—Primary grades, Haleford School, Franklin County; Virginia Michael—Rural school, Highland County; Fannie Ryman—Rural school, Shenandoah County; Clare Snead—Librarian, Fluvanna High School, Fluvanna County.

Among last year's two-year graduates were these nine girls who returned to college last fall as juniors: Ruby Bishop, Evelyn Bywaters, Edith Gammon, Ella Mae Layman, Emeleen Sapp, Reba Stewart, Eleanor Taylor, Virginia Rudasill, Elvira Rudasill.

## SUMMARY

*Placement of Graduates—June and August,  
1933-34**Four-Year Graduates:*

1. Number teaching: In Virginia.....83  
Elsewhere .....18
2. Employed otherwise: In Virginia... 4  
Elsewhere ... 6
3. Continuing their education.....11
4. Married ..... 5
5. Seeking employment but un-  
employed ..... 4
6. No information ..... 9

140

*Two-Year Graduates:*

1. Number teaching: In Virginia ....67  
Elsewhere ..... 5
2. Employed otherwise: In Virginia .. 4  
Elsewhere ... 2

3. Continuing their education.....10
4. Married ..... 1
5. Seeking employment but un-  
employed ..... 7
6. No information .....18

114

Total number of graduates.....254

*Winter*

	TWO-YEAR	FOUR-YEAR
Residents .....	71	88
Non-residents .....	4	22
Total .....	75	110

*Summer*

	TWO-YEAR	FOUR-YEAR
Residents .....	36	27
Non-residents .....	3	3
Total .....	39	30
Total number Residents.....	222	
Total number Non-residents.....	32	

254

Number graduates teaching in Virginia

Two Year .....	1062
Four Year .....	373

1435

Number students teaching in Virginia  
who have attended this college at any  
time .....

1806

## OUR CONTRIBUTORS

W. J. GIFFORD is dean of instruction in the State Teachers College at Harrisonburg, Virginia.

GERTRUDE ROBINSON is a researcher with the National Child Labor Committee at 419 Fourth Avenue, New York City.

LOUISE SCHLOSSER, who is a graduate of the college at Harrisonburg, is teaching in the schools of Gordonsville.

KATHERINE BURNETTE and MARY VERNON MONTGOMERY are seniors in the State Teachers College at Harrisonburg. Both are now doing their directed teaching under the supervision of Miss Annabel Aslinger.



## FILM ESTIMATES

Progressive teachers will find dependable advice in these estimates on current film releases. Recognizing that one man's meat may be another man's poison, the National Committee on Current Theatrical Films gives three ratings: A, for discriminating adults; Y, for youth; and C, for children. These estimates are printed by special arrangement with *The Educational Screen*, Chicago.

BRIDE OF FRANKENSTEIN (B. Karloff, C. Clive) (Univ.) Last word in spine-chillers. Preposterous mixture of supernatural and artificial horrors absurdly conglomerated with massive, pseudo-scientific apparatus. Fantastic sequel that outdoes Frankenstein in nerve-wrackings for those that want them. 4-23-35

(A) Ridiculous (Y) Gruesome (C) By no means

CAR 99 (Fred Mac Murray, Guy Standing, Ann Sheridan) (Para.) Crime melodrama with much chasing, escape, artificial comedy, hectic romance, but largely a detailed and localized portrayal of the elaborate organizations of Highway Police in the State of Michigan. Healthy thrills. 4-16-35

(A) Hardly (Y) Good thriller (C) Very exciting

CASE OF THE CURIOUS BRIDE (W. Williams, M. Lindsay) (1st Nat.) Complicated, absorbing murder mystery solved by clever lawyer-detective and his "modern" Secretary. Thinking her first husband dead, heroine marries second and gets involved in murder of first. Some dubious ethics and genteel unconventionality. 4-23-35

(A) Good of kind (Y) Perhaps (C) No

CHAPAYEV (Russian production) (Amkino) Grim, realistic portrayal of Russian peasantry and the Great War, with Chapayev, guerilla leader, dominating thought and action of his people. Unusual among Russian films for dealing vividly and humorously with character rather than masses. 4-16-35

(A) Unusual (Y) Depressing (C) No

EVERGREEN (Jessie Matthews) (British-Gaumont). Delightful, English-made musical comedy with fascinating heroine, dancing superbly, and playing two roles as former famous music-hall star and daughter who assumes mother's identity. Amusing mix-up over father, husband, suitor. Deft, intelligent fun. 4-30-35

(A) Excellent (Y) Good (C) Beyond them

FOUR HOURS TO KILL (R. Barthelmess) (Para.) Sensational, well-knit melodrama of tangled doings of checkered characters, all gathered in theatre lounge. Jail-bird hero solves all by killing his enemy and being killed by police. Good suspense but very dubious ethics. 4-30-35

(A) Good of kind (Y) Doubtful (C) No

GO INTO YOUR DANCE (Al Jolson, Ruby Keeler) (1st Nat.) Musical revue comedy-drama with elaborate song and dance features, much singing by Al, and dialog entirely slang. Backstage story of conceited star who learns his lesson. Fairly convincing save one or two sensational and unwholesome episodes. 4-23-35

(A) Depends on taste (Y) Not the best (C) No

IT'S A SMALL WORLD (Spencer Tracy, Wendy Barrie) (Fox). Silly title for commonplace film of hero and heroine, marooned in car crash, who first fight, then fall in love. Partly crazy farce, but some amusing, human situations. Very deft character role by Wendy Barrie as the heroine. 4-23-35

(A) Hardly (Y) Perhaps (C) No

MYSTERY WOMAN (Mona Barrie, John Halliday) (Fox.) Rather different spy drama, ably acted and produced. Her husband wrongly accused of treachery to government, loyal wife becomes smooth spy. After many dangerous adventures and suspenseful situations recovers document which clears him. 4-30-35

(A) Fair (Y) Not the best (C) No

ONE NEW YORK NIGHT (Franchot Tone, Una Merkel) (MGM.) Engagingly naive Westerner hero allots day at New York hotel to pick wife. Hilarious murder complications keep him and hotel busy till he solves all and wins clever telephone-girl heroine. Merry mystery farce of much human interest. 4-30-35

(A) Amusing (Y) Excellent (C) Exciting

PRINCESS O'HARA (Chester Morris, Jean Parker) (Univ.) Damon Runyan yarn hokumized. Heavy-jowled hero tries to look dynamic as big boss and leader in a taxi war, with side-line activities in racetrack, romance and philanthropy. Banal dialog, dull acting, absurd conclusion make futile mess. 4-30-35

(A) Feeble (Y) No (C) No

PRIVATE WORLDS (Claudette Colbert, Charles Boyer) (Para.) Skilled direction, fine acting of clinical romance inside elaborate, modern insane asylum. Officials, doctors, nurses, patients struggle against obsessions and insanity. Modern therapy and love win out. Serious but inappropriate subject. 4-16-35

(A) Unusual (Y) Unsuitable (C) No

RECKLESS (Jean Harlow, Wm. Powell, Franchot Tone) (MGM) Obviously from Libby Holman case. Clamorous torch singer, after wild party, finds self wife of rich playboy who proves cad. After his suicide she regains success and finds true love. Has some moments but mostly a poor heaven for the stars it boasts. 4-23-35

(A) Depends on taste (Y) Unwholesome (C) No

RED HOT TIRES (Lyle Talbot, Mary Astor) (1st Nat.) Regular auto-racing thrills with crowds, flying cars, spectacular cracks-ups. Racing hero is framed by racing rival who also loves heroine. Prison-escape, last-minute reprieve, and so on to happy ending. Unobjectionable. 4-30-35

(A) Hardly (Y) Fair thriller (C) Hardly

UNWELCOME STRANGER (Jack Holt, Mona Barrie) (Columb.) Losing heavy bets through race-track crooks, big racing addict ascribes his bad luck to appealing orphan boy brought home by his wife for adoption. Boy wins big race and melts big man. Sentimental, glamorous family life built on track profits. 4-30-35

(A) More or less good (Y) Perhaps (C) Doubtful

WEDDING NIGHT (Anna Sten, Gary Cooper) (U. A.) Gay life and a gay wife send once successful writer back to native Connecticut farm penniless. Re-inspiration in strong, convincing romance with Polish neighbors' charming daughter, already betrothed to father's choice. Artificial ending mars whole. 4-23-35

(A) Mostly good (Y) Very doubtful (C) No



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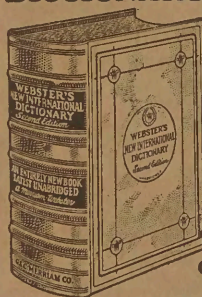
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